

# School Improvement Plan

School Year: 2010

School District: Northville Public Schools

Intermediate School District: Wayne RESA

School Name: Winchester Elementary

Grades Served: K,1,2,3,4,5

Principal: Mrs. Patricia Messing

Building Code: 06593

District Approval of Plan:

---

Authorized Official Signature and Date

Board of Education Approval of Plan:

---

Authorized Official Signature and Date

# School Improvement Plan

**Contents**

Introduction ..... 3

School Information ..... 5

Vision ..... 6

Goals ..... 7

    Goal 1: Writing ..... 7

    Goal 2: Math ..... 17

    Goal 3: Reading ..... 20

Resource Profile ..... 26

Stakeholders ..... 27

Statement of Non-Discrimination ..... 28

Conclusion ..... 29

---

# Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement)

# School Information

School:	<b>Winchester Elementary</b>
District:	<b>Northville Public Schools</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>K,1,2,3,4,5</b>
School Code Number:	<b>06593</b>
City:	<b>Northville</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision

## **Vision Statement**

The vision of the Northville Public Schools, a district committed to excellence, is to ensure opportunities for students to demonstrate skills, knowledge and attitudes for achieving personal success and for becoming responsible citizens in partnership with parents, staff and community in a caring, challenging environment.

## **Mission Statement**

The mission of Winchester Elementary School is to create a community of continuous learners where children are valued, growth is celebrated, and where school, home, and community collaborate to empower students to become responsible, self-engaged, and respectful citizens.

## **Beliefs Statement**

We Believe:

Student learning is our highest priority,  
every person has unlimited potential for learning,  
people need to learn throughout their lives,  
people learn in different ways, at different rates and at different times,  
self-esteem is essential for success, and success builds self-esteem,  
in the value of the individual,  
educated citizens are essential to our democratic society,  
the quality of life in our community is directly related to the quality of our schools,  
community trust and support are required for quality education, and  
education is the shared responsibility of students, parents, staff and community.  
Learning begins at birth and quality early childhood experiences lay the foundation for academic success.

# Goals

ID	Name	Development Status	Progress Status
11492	Writing	Approved	Open
11514	Math	Approved	Open
12610	Reading	Approved	Open

## Goal 1: Writing

**Content Area :** English Language Arts

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** Students will write to demonstrate knowledge in content areas and personal experiences while adhering to all elements of good writing.

**Gap Statement :** 73% of our first graders received a 4 or higher on the majority of traits as measured by our local 6 Trait writing rubric leaving 27% who did not meet our goal; 88% of our third graders received a 3 or higher on the majority of traits as measured by the 6 Traits Writing rubric while 12% did not; 89% of our 5th graders received a 4 or higher on the majority of traits as measured by the 6 Traits Writing rubric while 11% did not.

**Cause for Gap :** A. Students lack skills necessary to support a position or statement when writing in content areas as well as expanding ideas in narrative writing.

B. Writers need additional opportunities to practice writing

C. Writers need to learn to prompt write as a particular genre in order to improve their writing performance

D. Writers need more instruction and more opportunities to practice expository writing.

E. Scoring is subjective.

**Multiple measures/sources of data you used to identify this gap in student achievement :** A. Quarterly writing assessments

B. Constructed responses in Science journals

C. Prompt writing

D. Expository writing samples

E. Meap

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Objective 1: 85% of our 1st grade students will achieve a 4 or higher as measured by our building created writing rubric; 85% of our 3rd graders will achieve a 3 or higher as measured by the 6 +1 Traits writing rubric; 85% of our 5th graders will achieve a 4 or higher on the majority of traits as measured by the 6 +1 Traits rubric

Objective 2: Students in Grades 1-5 will increase their combined expository writing scores by 2 points as measured by a locally created Expository writing rubric. This will result in an average 13% improvement on expository writing scores.

**Contact Name :** Pat Messing

**List of Objectives:**

ID	Objective
11164	85% of students in 1st grade achieve 4 or higher on majority of traits using local rubric; 85% of 3rd graders achieve a 3 or higher on majority of traits using 6 Traits rubric; 85% of 5th grade students achieve 4 or higher on majority of 6 Traits rubric
11174	Each student in grades 1 - 5 will increase his/her combined expository writing score sample by at least 2 points on our local assessments for compare/contrast (grades 1-4) and cause/effect (grade5). The assessment will be administered twice annually. This will improve our overall combined school average score on the expository writing assessment by 13%. The combined score represents the average score of proficiency in ideas, organization, style and covention.

## 1.1. Objective: Writing

**Measurable Objective Statement to Support Goal :** 85% of students in 1st grade achieve 4 or higher on majority of traits using local rubric; 85% of 3rd graders achieve a 3 or higher on majority of traits using 6 Traits rubric; 85% of 5th grade students achieve 4 or higher on majority of 6 Traits rubric

**List of Strategies:**

ID	Strategy	Locked By
11164	Students will use the writing process in their writing as measured by 6+1 Traits rubrics (2nd - 5th grade) and a locally created 6 Trait rubric (K-1st grade).	
11164	Use of professional development meetings and collegial planning times to share successful teaching strategies and scoring of student writing pieces.	
11164	Each grade level will use a specific graphic organizer as well as a common graphic organizer. In an effort to support development of a "common vocabulary", the graphic organizers will be used as a tool across all grade levels.	
11164	Teacher's will teach prompt writing as a genre. Students will practice writing for a specific purpose, to a particular audience, and will be given time limits for their practice.	

### 1.1.1. Strategy: Quarterly assessments

**Strategy Statement:** Students will use the writing process in their writing as measured by 6+1 Traits rubrics (2nd - 5th grade) and a locally created 6 Trait rubric (K-1st grade).

**Selected Target Areas**

--

**Other Required Information for Strategy**

*What research did you review to support the use of this strategy and action plan?*

Katie Wood Ray: Wondrous Words  
 Calkins, Lucy: Guiding Reading and Writers, grades 3-6.  
 Dr. Marilyn Chi :Guided Reading and Word Matters.  
 teachersfirst.com

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teachers of grades 1 -5 will assess student writing at the end of each quarter using the 6+1 Trait Writing Rubric. Students will be given a common writing prompt at grade levels 1 - 5.	11/05/2010	06/17/2011	Classroom teachers, learning consultant

**1.1.1.1. Activity: Formative assessment**

**Activity Description:** Teachers of grades 1 -5 will assess student writing at the end of each quarter using the 6+1 Trait Writing Rubric. Students will be given a common writing prompt at grade levels 1 - 5.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Classroom teachers, learning consultant

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 11/05/2010, End Date - 06/17/2011

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Teachers	No Funds Required	0.00	0.00
School Improvement team	Title II Part A	700.00	0.00

## 1.1.2. Strategy: Professional development

**Strategy Statement:** Use of professional development meetings and collegial planning times to share successful teaching strategies and scoring of student writing pieces.

### Selected Target Areas

SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
SAR 2.6 Provides teachers and students opportunities to lead
SAR 2.9 Creates and supports collaborative networks of stakeholders to support system programs
SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

### Other Required Information for Strategy

#### *What research did you review to support the use of this strategy and action plan?*

The Daily Five, Gail Boushey and Joan Moser

Guiding Readers and Writers, Fountas & Pinnell, 2001

Units of Study for Primary Writing by Lucy Calkins, et al, 2003

6+1 Traits of Writing, The Complete Guide by Ruth Culham, 2003

Talking About Writing by Portalupi & Fletcher

Best Practice: New Standard for Teaching in Learning in America's Schools by Zemelman & Daniels

Professional Learning Communities At Work by du Four and Robert Eaker, 1998 Workshops that Work by Widmer & Buxton, 2004

Writing Workshop The Essential Guide by Fletcher & Portalupi,

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will use one hour PD time to score papers across grade levels, to share successful strategies, and to do book studies.	09/07/2010	06/17/2011	Learning consultant, classroom teachers, principal, resource room teachers.

### 1.1.2.1. Activity: One hour professional development and common collegial meetings

**Activity Description:** Teachers will use one hour PD time to score papers across grade levels, to share successful strategies, and to do book studies.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Learning consultant, classroom teachers, principal, resource room teachers.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/17/2011

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Teachers, principal	No Funds Required	0.00	0.00

### 1.1.3. Strategy: Writer's Workshop

**Strategy Statement:** Each grade level will use a specific graphic organizer as well as a common graphic organizer. In an effort to support development of a "common vocabulary", the graphic organizers will be used as a tool across all grade levels.

**Selected Target Areas**

SAR 2.9 Creates and supports collaborative networks of stakeholders to support system programs
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.8 Supports the implementation of interventions to help students meet expectations for student learning
SAR 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
SAR 4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness
SAR 4.7 Demonstrates verifiable growth in student performance
SAR 5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience)

**Other Required Information for Strategy**

*What research did you review to support the use of this strategy and action plan?*

Talking About Writing by Portalupi & Fletcher; Best Practice: New Standard for Teaching in Learning in America's Schools by Zemelman & Daniels; Professional Learning Communities At Work by du Four and Robert Eaker, 1998; Workshops that Work by Widmer & Buxton, 2004; Writing Workshop The Essential Guide by Fletcher & Portalupi,

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teachers will use One Hour PD time to share use and revision of graphic organizers. Collegial time will be used to review and monitor use of graphic organizers.	09/01/2010	06/18/2011	Pat Messing, Jay Hillard, Learning Consultant, Collegial Chairs (School Improvement Team members)

**1.1.3.1. Activity: Professional development**

**Activity Description:** Teachers will use One Hour PD time to share use and revision of graphic organizers. Collegial time will be used to review and monitor use of graphic organizers.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Pat Messing, Jay Hillard, Learning Consultant, Collegial Chairs (School Improvement Team members)

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2010, End Date - 06/18/2011

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Building budget, PTA funds	General Funds	500.00	0.00

**1.1.4. Strategy: Mini lessons**

**Strategy Statement:** Teacher's will teach prompt writing as a genre. Students will practice writing for a specific purpose, to a particular audience, and will be given time limits for their practice.

**Selected Target Areas**

SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.6 Allocates and protects instructional time to support student learning
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 4.7 Demonstrates verifiable growth in student performance
SAR 5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff

**Other Required Information for Strategy*****What research did you review to support the use of this strategy and action plan?***

Units of Study for Primary Writing by Lucy Calkins, et al, 2003; 6+1 Traits of Writing, The Complete Guide by Ruth Culham, 2003; Talking About Writing by Portalupi & Fletcher; Best Practice: New Standard for Teaching in Learning in America's Schools by Zemelman & Daniels; Professional Learning Communities At Work by du Four and Robert Eaker, 1998; Workshops that Work by Widmer & Buxton, 2004; Writing Workshop The Essential Guide by Fletcher & Portalupi,

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teachers will provide ongoing instruction to teach students how to write to a particular audience, to write for a specific purpose, and follow time parameters. Science content will be used to identify topics for writing practice.	09/01/2010	06/18/2011	Classroom teachers, school improvement team members, Jay Hillard

**1.1.4.1. Activity: Mini lessons on expository writing**

**Activity Description:** Teachers will provide ongoing instruction to teach students how to write to a particular audience, to write for a specific purpose, and follow time parameters. Science content will be used to identify topics for writing practice.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Classroom teachers, school improvement team members, Jay Hillard

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2010, End Date - 06/18/2011

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
The Daily Five, Gail Boushey and Joan Moser, Guiding Readers and Writers, Fountas	General Funds	1,000.00	0.00

## 1.2. Objective: Writing

**Measurable Objective Statement to Support Goal :** Each student in grades 1 - 5 will increase his/her combined expository writing score sample by at least 2 points on our local assessments for compare/contrast (grades 1-4) and cause/effect (grade5). The assessment will be administered twice annually. This will improve our overall combined school average score on the expository writing assessment by 13%. The combined score represents the average score of proficiency in ideas, organization, style and covention.

**List of Strategies:**

ID	Strategy	Locked By
11174	Teachers will develop and use common graphic organizers such as the I Chart.	
11174	Teachers will use writer's workshop methodology to introduce, support, and reinforce writing skills necessary for expository writing across the curriculum.	

### 1.2.1. Strategy: Graphic Organizers

**Strategy Statement:** Teachers will develop and use common graphic organizers such as the I Chart.

**Selected Target Areas**

SAR 3.9 Maintains a system-wide climate that supports student learning
SAR 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
SAR 4.5 Communicates the results of student performance and school effectiveness to all stakeholders
SAR 5.10 Provides appropriate support for students with special needs
SAR 5.3 Ensures that all staff participate in a continuous program of professional development
SAR 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
SAR 7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals
SAR 7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

**Other Required Information for Strategy**

***What research did you review to support the use of this strategy and action plan?***

Workshops that Work by Widmer & Buxton, 2004  
 Writing Workshop The Essential Guide by Fletcher & Portalupi  
 6+1 Traits of Writing, The Complete Guide by Ruth Culham, 2003  
 Talking About Writing by Portalupi & Fletcher;

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teachers at each grade level will identify graphic organizers which will be used to improve student writing. Graphic organizers will help students develop a common vocabulary which will strengthen peer and teacher conferencing experiences.	09/07/2010	06/07/2011	Classroom teachers, learning consultant

**1.2.1.1. Activity: Graphic organizers**

**Activity Description:** Teachers at each grade level will identify graphic organizers which will be used to improve student writing. Graphic organizers will help students develop a common vocabulary which will strengthen peer and teacher conferencing experiences.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Classroom teachers, learning consultant

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/07/2011

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
School Improvement team members	Title II Part A	700.00	0.00

**1.2.2. Strategy: Writer's Workshop**

**Strategy Statement:** Teachers will use writer's workshop methodology to introduce, support, and reinforce writing skills necessary for expository writing across the curriculum.

**Selected Target Areas**

SAR 4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders
SAR 4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness
SAR 4.7 Demonstrates verifiable growth in student performance
SAR 5.12 Provides student support services coordinated with the school, home, and community
SAR 5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school
SAR 5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement
SAR 7.2 Engages stakeholders in the processes of continuous improvement
SAR 7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning
SAR 7.5 Monitors and communicates the results of improvement efforts to stakeholders

**Other Required Information for Strategy**

*What research did you review to support the use of this strategy and action plan?*

Fletcher,-Ralph; Portalupi,-JoAnn Writing Workshop: The Essential Guide.  
 Calkins, Lucy McCormick: The Art of Teaching Writing, Heinemann, 1994.  
 Short, Kathy, Harste, Jerome, Carolyn Burke: Creating Classrooms for Authors and Inquirers, Heinemann, 1996.  
 Fisher, B. (1995): Writing workshop in a first grade classroom. "Teaching PreK-8", 26, 66-68.  
 Routman, R. (2000):"Conversations: Strategies for teaching, learning, and evaluating". Portsmouth, NH: Heinemann.  
 Sudol, D., & Sudol, P. (1991):Another story: Putting Graves, Calkins, and Atwell into practice and perspective.  
 Wartchow, K., & Gustavson, L. (1999): "The art of the writer: An aesthetic look at the teaching of writing". Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Students will begin to understand and use the common vocabulary for each grade level as applied to writing. During writer's workshop, a common vocabulary will be introduced and used to clarify to students the skills that they need to develop in order to improve their writing skills.	09/07/2010	06/17/2011	Classroom teachers, learning consultant, resource room teachers, and Intervention Team member paraprofessionals.

**1.2.2.1. Activity: Use common vocabulary**

**Activity Description:** Students will begin to understand and use the common vocabulary for each grade level as applied to writing. During writer's workshop, a common vocabulary will be introduced and used to clarify to students the skills that they need to develop in order to improve their writing skills.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Classroom teachers, learning consultant, resource room teachers, and Intervention Team member paraprofessionals.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/17/2011

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Current materials and personnel	No Funds Required	0.00	0.00

**Goal 2: Math**

**Content Area :** Math

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** Student proficiency in several areas of computation (multiplication, division, addition and subtraction of fractions and multiplication and division of fractions)needs to improve.

**Gap Statement :** Although total Math Meap scores for 3rd, 4th, and 5th grade were 100%, 98% and 94% respectively, Iowa scores show that 30% of our 3rd graders and 30% of our 5th graders were not proficient in portions of computation (number and operations) assessment.

**Cause for Gap :** Math pacing guide sets instruction and mastery of number and operation skills after assessed by ITBS. There is not adequate time for students to practice or master the skill before assessed. Additonally, students lack related number sense and need to improve their math fact fluency.

**Multiple measures/sources of data you used to identify this gap in student achievement :** A. Quarterly math fact fluency assessments

B. Meap

C. NWEA

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Using NWEA as an assessment, we will increase student performance on computation skills. Our goal is to increase student performance in computation skills by 10% over the next three years. In year one we will increase to 72% the number of students who score proficient on the NWEA in 3rd, 4th, and 5th grade; in year two we will increase proficiency to 75% and in year three we will increase proficiency to 79%.

**Contact Name :** Pat Messing

**List of Objectives:**

ID	Objective
11180	To increase by 10% over the next 3 years the number of students who score proficient in Math computation as measured by NWEA.

## 2.1. Objective: Increase math proficiency

**Measurable Objective Statement to Support Goal :** To increase by 10% over the next 3 years the number of students who score proficient in Math computation as measured by NWEA.

**List of Strategies:**

ID	Strategy	Locked By
11180	Classroom teachers will administer quarterly timed math fact assessments.	

### 2.1.1. Strategy: Math fact tests

**Strategy Statement:** Classroom teachers will administer quarterly timed math fact assessments.

**Selected Target Areas**

SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 3.8 Supports the implementation of interventions to help students meet expectations for student learning
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
SAR 4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence
SAR 4.7 Demonstrates verifiable growth in student performance
SAR 6.1 Fosters collaboration with community stakeholders to support student learning

**Other Required Information for Strategy**

*What research did you review to support the use of this strategy and action plan?*

- A. NCTM "Developing Computational Fluency with Whole Numbers" 2000
- B. Phi Delta Kappan "The Old and the New" May 2007
- C. Educational Research Service "Elements of Highly Effective Mathematics Program" 2007
- D."Automaticity: A learned advantage" <http://coe.sdsu.edu>

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
A. Weekly timed tests B. Small group flash card math practice in class C. Daily homework practice E. Mad minutes practice F. Focus on strategies (phase 1 and phase 2) before fluency is assessed G. Challenge fact of the week H. Web bulletin for parent support I. Houghton Mifflin web-site for parent connection and home support	09/05/2010	06/17/2011	Classroom teachers, resource room paraprofessionals, instructional support team members

**2.1.1.1. Activity: Math fact tests**

**Activity Description:** A. Weekly timed tests  
 B. Small group flash card math practice in class  
 C. Daily homework practice  
 E. Mad minutes practice  
 F. Focus on strategies (phase 1 and phase 2) before fluency is assessed  
 G. Challenge fact of the week  
 H. Web bulletin for parent support  
 I. Houghton Mifflin web-site for parent connection and home support

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Classroom teachers, resource room paraprofessionals, instructional support team members

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/05/2010, End Date - 06/17/2011

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
NWEA; Developing Computational Fluency with Whole Numbers?			

2000

General Funds | 500.00 | 0.00

## Goal 3: Reading

**Content Area :** English Language Arts

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students will improve their reading proficiency.

**Gap Statement :** The fourth quarter reading assessment for students K - 4 as measured by the DRA (Diagnostic Reading Assessment) at the end of 2008-09 demonstrated the following:

18% of our students in K - 4 are not reading above grade level as measured by the DRA.

21% of our Kindergarten students scored below grade level;

17% of our 1st graders scored below grade level;

16% of our 2nd graders scored below grade level;

17% of our 3rd graders scored below grade level;

18% of our 4th graders scored below grade level

**Cause for Gap :** Lack of fidelity administering the DRA; teachers need PD; inconsistent practices assessing at Independent v.s. Instructional; not enough continuous progress monitoring and intervention implementation throughout school year

**Multiple measures/sources of data you used to identify this gap in student achievement :** MLPP; DRA; Meap; Iowa; Conferencing and teacher notes during Reader's Workshop

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** 90% of our students will score at or above grade level as measured by the DRA. All students will demonstrate growth by the end of the school year as measured by the DRA. Targeted interventions will be designed and implemented based upon disaggregation of skills in DRA scores. Ongoing data will be collected and progress monitored throughout the school year. There will be collaboration between classroom teachers and Intervention Team members.

**Contact Name :** Pat Messing

### List of Objectives:

ID	Objective
12847	90% of our students will score at or above grade level as measured by the DRA.

## 3.1. Objective: Reading

**Measurable Objective Statement to Support Goal :** 90% of our students will score at or above grade level as

measured by the DRA.

**List of Strategies:**

ID	Strategy	Locked By
12847	A. Teachers will target reading instruction by using small flexible groupings of students B. Teachers will provide continuous retelling activities to improve reading comprehension C. Staff will provide small group and one-on-one support for students in core curriculum to ensure continuous engagement, increase reading, comprehension, and writing skills, and provide additional opportunities for language development. D. Teachers will use leveled reading materials E. FAST and Read Naturally programs will be used to support students reading below grade level. F. Teachers will provide fluency phrasing practice for students G. Teachers will use Making Meaning to strengthen comprehension	
12847	Staff will facilitate parent volunteers who will support programs such as visual-motor development, vocabulary development, reading and fluency practice, sight word practice, and family vocabulary skill practice.	

**3.1.1. Strategy: Targeted reading instruction**

- Strategy Statement:** A. Teachers will target reading instruction by using small flexible groupings of students  
 B. Teachers will provide continuous retelling activities to improve reading comprehension  
 C. Staff will provide small group and one-on-one support for students in core curriculum to ensure continuous engagement, increase reading, comprehension, and writing skills, and provide additional opportunities for language development.  
 D. Teachers will use leveled reading materials  
 E. FAST and Read Naturally programs will be used to support students reading below grade level.  
 F. Teachers will provide fluency phrasing practice for students  
 G. Teachers will use Making Meaning to strengthen comprehension

**Selected Target Areas**

SAR 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
SAR 4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
SAR 4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders
SAR 5.10 Provides appropriate support for students with special needs

SAR 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders  
 SAR 7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels  
 SAR 7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

**Other Required Information for Strategy**

*What research did you review to support the use of this strategy and action plan?*

Clay, Marie M. *Becoming Literate: The construction of inner control.* Auckland, New Zealand: Heinemann Education, 1991.

Fountas, Irene, and G.S. Pinnell. *Guided Reading: Good First Teaching for All Children.* Portsmouth, NH: Heinemann Educational, 1991.

Fountas, Irene, and G.S. Pinnell. *Matching Books to Readers: A Book List for Guided Reading, K3.* Portsmouth, NH: Heinemann Educational, 1999.

Armbruster, B. B., Lehr, F., & Osborn, J. (2001). *Put reading first: The research building blocks for teaching children to read.* Washington, DC: Partnership for Reading.

Harcourt Achieve (2007). *Scientific research base: Literacy by design.*

Neuman, S. B, & Dickinson, D. K. (2001). *Handbook of early literacy research.* New York: Guilford Press.  
 Pearson, P. D. & Gallagher, M. (1983). *The instruction of reading comprehension.* Contemporary Educational Psychology, 8.

What Works Clearinghouse (2008). *What Works Clearinghouse evidence standards for reviewing studies.*

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
A. Through mini-lessons, small group instruction, and one on one instruction, teachers will provide opportunities for students to practice oral and written retelling B. Use and analysis of assessments by the staff and school improvement team. C. Collaborative dialog during collegial meetings D. Use leveled literacy materials that are available E. Teaching staff will provide structured guided reading activities and implement lessons that provide practice retelling and summarizing. F. Professional Development: Wayne RESA "Meeting Demands of Struggling Readers in Grades 3-5"	09/01/2010	06/18/2011	Classroom teachers, Instructional support team members, Learning consultant, literacy and resource room paraprofessionals
During Reader's Workshop students will use their log to respond to text. They will practice retelling, summarizing, and metacognition.	09/07/2010	06/17/2011	Classroom teachers, Intervention support team members

### 3.1.1.1. Activity: Re-telling, summarizing

**Activity Description:** A. Through mini-lessons, small group instruction, and one on one instruction, teachers will provide opportunities for students to practice oral and written retelling  
 B. Use and analysis of assessments by the staff and school improvement team.  
 C. Collaborative dialog during collegial meetings  
 D. Use leveled literacy materials that are available  
 E. Teaching staff will provide structured guided reading activities and implement lessons that provide practice retelling and summarizing.  
 F. Professional Development: Wayne RESA "Meeting Demands of Struggling Readers in Grades 3-5"

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Classroom teachers, Instructional support team members, Learning consultant, literacy and resource room paraprofessionals

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2010, End Date - 06/18/2011

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Rigby, FAST, PM Benchmarks	Mobil Grant	500.00	0.00
Wayne Resa "Meeting the Demands of Struggling Readers in Grades 3-5"	Title II Part A	500.00	0.00

### 3.1.1.2. Activity: Journal reading log

**Activity Description:** During Reader's Workshop students will use their log to respond to text. They will practice retelling, summarizing, and metacognition.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Classroom teachers, Intervention support team members

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/17/2011

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
The Daily Five, Gail Boushey and Joan Moser, Guiding Readers and Writers, Fountas	No Funds Required	0.00	0.00

### 3.1.2. Strategy: Parent Involvement

**Strategy Statement:** Staff will facilitate parent volunteers who will support programs such as visual-motor development, vocabulary development, reading and fluency practice, sight word practice, and family vocabulary skill practice.

**Selected Target Areas**

SAR 4.5 Communicates the results of student performance and school effectiveness to all stakeholders
SAR 6.1 Fosters collaboration with community stakeholders to support student learning
SAR 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
SAR 7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)
SAR 7.5 Monitors and communicates the results of improvement efforts to stakeholders

**Other Required Information for Strategy**

*What research did you review to support the use of this strategy and action plan?*

- 21st Century Skills Executive Summary, NCREL, 2008
- Graduate Profile, Northville Public Schools
- Education update: "Supporting the Whole Child" Mikki Terry
- 21st Century Skills for 21st Century Learners, NCREL
- What Works in Schools, Robert Marzano
- Transforming Schools, A. Zmuda, R. Kuklis, E. Kline

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Parent volunteers will support reading through help in the classroom and homework practice. Intervention team members will provide guidance and/or training to parent volunteers who help support our programs in motor skills, vocabulary development, sight words, visual-motor, and reading fluency.	09/07/2010	06/17/2011	Teachers, intervention team members, parents.

### 3.1.2.1. Activity: Parent Involvement

**Activity Description:** Parent volunteers will support reading through help in the classroom and homework practice. Intervention team members will provide guidance and/or training to parent volunteers who help support our programs in motor skills, vocabulary development, sight words, visual-motor, and reading fluency.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Teachers, intervention team members, parents.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 06/17/2011

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Learning Consultant and Resource room teachers	No Funds Required	0.00	0.00

# Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$2,000.00	\$0.00
No Funds Required	\$0.00	\$0.00
Title II Part A	\$1,900.00	\$0.00
Other	\$500.00	\$0.00

## Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mrs.	Maureen	Ziparro	parent	mziparo@comcast.com
Mrs.	Jennifer	Garliasuskas	parent	jmgar@wowway.com
Mr.	Marc	Lipke	5th gr teacher	lipkema@northvilleschools.org
Mrs.	Lori	Weber	4th gr teacher	weberlo@northvilleschools.org
Mrs.	Peggy	Fisher	3rd gr teacher	fisherpe@northvilleschools.org
Mrs.	Kendra	Kilgore	2nd gr teacher	kilgorke@northvilleschools.org
Mrs.	Kim	Nicholas	1st gr teacher	nicholki@northvilleschools.org
Mrs.	Toulla	Palazeti	K teacher	palazeto@northvilleschools.org
Mrs.	Beth	Wusthoff	Resource Room teacher	wusthoel@northvilleschools.org
Mrs.	Jay	Hillard	Learning Consultant	hillarja@northvilleschools.org
Mrs.	Patricia	Messing	Principal	messinpa@northvilleschools.org

***1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.***

All stakeholders attend 3 full day meetings per year and have input regarding the agenda. Our Professional Development time is determined according to input from the SIT members. Data is the driving force behind all SI goals and the team continuously monitors the data. Team members lead their grade level or intervention team collegial team weekly and provide feedback and input to the SIT. Parents provide input from the parent/PTA perspective.

***2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.***

The team and all teachers follow the District curriculum. Our SIT has a leadership role in identifying common activities and strategies that we use to implement curriculum objectives. Data is collected and reviewed followed by decisions which are made collaboratively about which content areas will receive our focus for SI goals/efforts.

***3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.***

Minutes following each meeting are provided for review and are used when team members lead their collegial meetings. Parents receive monthly updates and information from the principal at the monthly PTA meetings. Goals are shared in school news communications.

# Statement of Non-Discrimination

## Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

### Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Position of Contact:	Human Resource Director
Address:	501 S Main Northville, MI 48167
Telephone Number:	248-349-3400

### References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

## Conclusion

***1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?***

We will continue to use our One Hour Professional Development days to share successful writing and math strategies, to do cross grade level scoring of writing papers, and to develop rubrics and graphic organizers.

***2. How has the institution integrated its available fiscal resources to support this school improvement plan?***

Title II funds are available for support of professional development of our curricular goals. The use of PD funds to support ongoing assessment in reading and math is of paramount importance. Further, funding that supports Social Studies will also align with our expository writing goal.

***3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?***

Through our technology committee and our School Improvement processes, we continuously address all curriculum needs. The technology committee has reviewed and assigned to grade levels, the Michigan Technology Grade Level Expectations.